

October 4, 2021

James D. Fielder, PhD
Secretary
Maryland Higher Education Commission
6 North Liberty Street
Baltimore, MD 21201

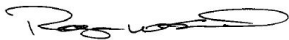
Dear Secretary Fielder:

The University of Maryland, Baltimore (UMB) and the University of Maryland, Baltimore County (UMBC), are jointly seeking to substantially modify the existing Master of Science (M.S.) in Gerontology program.

The existing M.S. program's curriculum will be modified to include a stand-alone M.S. option in which students can select to complete either a generalized master's curriculum or from one of three areas of concentration. To provide students with maximum flexibility, the revised program offers online and hyflex course delivery formats. The educational objective of the program is to equip graduates with the knowledge and skill set necessary to contribute to on-going gerontological research in our aging society. This substantial modification aligns with UMB and UMBC's goals and needs in the state of Maryland.

Thank you for your time and consideration of this request. Please contact Dr. Ward if you need additional information.

Regards,



Dr. Roger J. Ward, EdD, JD, MSL, MPA
Interim Provost and Executive Vice President
Dean, Graduate School
University of Maryland, Baltimore



Freeman A. Hrabowski III
President
University of Maryland, Baltimore County



Cover Sheet for In-State Institutions

New Program or Substantial Modification to Existing Program

Institution Submitting Proposal

University of Maryland, Baltimore

Each action below requires a separate proposal and cover sheet.

- | | |
|--|---|
| <input type="radio"/> New Academic Program | <input type="radio"/> Substantial Change to a Degree Program |
| <input checked="" type="radio"/> New Area of Concentration | <input type="radio"/> Substantial Change to an Area of Concentration |
| <input type="radio"/> New Degree Level Approval | <input type="radio"/> Substantial Change to a Certificate Program |
| <input type="radio"/> New Stand-Alone Certificate | <input type="radio"/> Cooperative Degree Program |
| <input type="radio"/> Off Campus Program | <input type="radio"/> Offer Program at Regional Higher Education Center |

Payment <input checked="" type="radio"/> Yes	Payment <input checked="" type="radio"/> R*STARS	Payment \$250	Date Submitted: 10/27/2021
Submitted: <input type="radio"/> No	Type: <input type="radio"/> Check	Amount:	

Department Proposing Program	University of Maryland Graduate School		
Degree Level and Degree Type	Area of Concentration		
Title of Proposed Program	Health & Social Innovation		
Total Number of Credits	12 42 CAP		
Suggested Codes	HEGIS: 490304.00	CIP:	
Program Modality	<input type="radio"/> On-campus <input type="radio"/> Distance Education (fully online) <input checked="" type="radio"/> Both		
Program Resources	<input checked="" type="radio"/> Using Existing Resources <input type="radio"/> Requiring New Resources		
Projected Implementation Date	<input checked="" type="radio"/> Fall <input type="radio"/> Spring <input type="radio"/> Summer Year: 2022		
Provide Link to Most Recent Academic Catalog	URL: https://iq3prod1.smartcatalogiq.com/Catalogs/University-of-Maryland-Baltimore-Graduate-School/2020-2021/Graduate-Catalog		

Preferred Contact for this Proposal	Name:	Dr. Courtney Resnick
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President/Chief Executive	Type Name:	Dr. Roger Ward, Interim Provost and Executive V.P.
	Signature:	Date: 10/26/2021

Date of Approval/Endorsement by Governing Board:

Revised 12/2018

Proposal to Substantially Modify the M.S. in Gerontology

University of Maryland, Baltimore

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Proposal to Substantially Modify the M.S. in Gerontology

University of Maryland, Baltimore

A. Centrality to Institutional Mission and Planning Priorities:

1. Program description and alignment with mission

The University of Maryland, Baltimore (UMB) and the University of Maryland Baltimore County (UMBC) jointly submit this proposal to substantially modify the existing and previously endorsed Master of Science in Gerontology program (CIP code 30.1101; HEGIS code 490304). The existing M.S. program's curriculum will be modified to include a stand-alone M.S. option in which students can select to complete either a generalized master's curriculum or one of the three optional areas of concentration: Aging & Applied Thanatology; Health & Social Innovation; or Principles in the Management of Aging Services.

The revised program will offer flexible online and hyflex course delivery formats. The hyflex option allows remote students to join face-to-face classes synchronously and interactively via video platforms. The proposed modifications will allow access to a wider range of students for training in best practices of gerontological education, research, and practice at the M.S. level while also selecting an area of concentration aligned with their academic and/or career goals.

The Master of Science in Gerontology (MS GERO) is designed to provide students with a core of knowledge in fundamental issues in the interdisciplinary field of gerontology, a foundation in research methods, and familiarity with questions of central concern in an aging society. It is focused on building the knowledge and skills required to successfully apply gerontological concepts to policies and programs so that effective services, care, and support to, and on behalf of, older adults and their families can be achieved. The revised MS GERO program maintains this focus.

In addition to the areas of concentration, two courses have also been added to the program: 1) an introduction to the discipline course and 2) an internship component. Adding these components aligns with the criteria for our M.S program to receive accreditation from the Academy of Gerontology in Higher Education (AGHE), improving its status. We plan to seek accreditation following the timeline outlined by the Accreditation for Gerontology Education Council (AGEC). As noted above, we will expand the delivery formats for the courses to provide wider student access.

Along with the MS GERO program, UMB and UMBC jointly offer a PhD program in Gerontology and both campuses also contribute to a post-baccalaureate certificate in Gerontology offered through the School of Public Health at the University of Maryland College Park. The collaborative effort between two University System of Maryland institutions draws upon the particular programmatic and faculty strengths and resources of

each institution and supports the Age-Friendly University initiatives adopted in Fall 2019 by both institutions. As an interdisciplinary, intercampus program, the MS GERO conforms to the respective mission of each institution.

The mission at UMB is to improve the human condition and serve the public good of Maryland and society at-large through education, research, clinical care, and service. The MS GERO program is consistent with this mission as it addresses real-world issues impacting quality of later life with a focus on assisting in the integration and transfer of new knowledge and in shaping health care and social services for Maryland and the region. Other initiatives in education and research on aging at UMB include the UM Center for Research on Aging, the Geriatrics & Gerontology Education and Research Program, the Peter Lamy Center for Drug Therapy and Aging, and the Claude D. Pepper Older Americans' Independence Center, among others.

The UMBC mission is focused on integrating teaching, research, and service to benefit the citizens of Maryland. With a focus on science, engineering, information technology, human service, and public policy, UMBC has a particular strength in interdisciplinary instruction and research by building bridges among the cultures of the various disciplines. The MS GERO program is consistent with the human services and public policy aspects of the mission and exemplifies UMBC's commitment to interdisciplinarity and collaboration. Moreover, UMBC has strong faculty expertise in the areas of aging and social policy; social gerontology, the anthropology, sociology, and psychology of aging; and behavioral medicine, areas essential to the delivery of the MS GERO program.

2. Alignment with institutional strategic goals

Collectively, UMB and UMBC have a long history in developing a qualified workforce in the health and social sciences. The MS GERO continues this tradition by recognizing the distinctive contributions made by each institution in achieving the overarching goal of the program, which is to create *Gerontologists*- defined by the Academy for Gerontology in Higher Education as persons who:

...improve the quality of life and promote well-being of persons as they age within their families, communities, and societies through research, education, and application of interdisciplinary knowledge of the aging processes and aging populations (<https://www.aghe.org/>).

The MS GERO trains students for careers as future leaders prepared to address real-world issues affecting the human condition. The curriculum, which represents the essential orientation to the field of gerontology; captures the process of knowing and doing across the field; and hones skills for a variety of employment choices, aligns with a philosophy shared by the two institutions—to promote successful student experiences that prepare them for meaningful careers and engaged citizenship that positively transforms lives.

B. Critical and compelling regional or statewide need as identified in the state plan:

1. Demand and need for the program

The State of Maryland projects a 136% increase in age 80+ cohort between 2015 and 2040 (Maryland State Plan on Aging, 2017-2020). This is the fastest growing age group in the United States. Couple this with the 10,000 baby boomers who celebrate their 65th birthday every day, a trend that will continue through 2029, and the result is that older adults will account for more than one-fifth of the American population by 2030 (U.S. Census Bureau, 2018).

In the State of Maryland and across the country there is high demand for professionals with specialization in geriatrics and gerontology across all employment sectors, including business, leisure & entertainment, and healthcare. Between 2016 and 2026, employment in gerontology-related occupations is expected to grow 17% (U.S. Bureau of Labor Statistics, 2018). This workforce must be trained to understand gerontological principles and practice to deliver the quality care and services necessary to achieve better quality of life outcomes for older adults (Building an Eldercare Workforce, 2011).

The Institute of Medicine (2008) report, “Retooling for an Aging America” highlighted the need to develop a high quality, age-educated healthcare workforce; yet, the Gerontological Society of America (2019) notes that today “less than 3% of medical school students select electives about aging, and less than 1% of nurses are certified as gerontological nurses. Only 4% of social workers have completed specialized geriatrics training even though 75% of social workers work with older adults.”

Developing the knowledge and skills to effectively work with and on behalf of older adults has been shown to increase quality of care and service delivery across settings. For example, long-term care facilities having directors with education based on geriatric principles and best practices have higher standardized quality of care scores than facilities operated by directors without specialized training and education (Rowland et al., 2009).

2. Alignment with the 2017-2021 Maryland State Plan for Postsecondary Education

The 2017-2021 Maryland State Plan for Postsecondary Education articulates three primary goals for postsecondary education: access (ensure equitable access to affordable and quality postsecondary education all Maryland residents); success (promote and implement practices and policies that will ensure student success); and innovation (foster innovation in all aspects of Maryland higher education to improve access and student success). The proposed modifications to the MS GERO program align well with the State Plan.

Relative to “Access” Strategy 3, placing the program online offers non-traditional students a pathway to earning their MS GERO in a format that allows them to balance their educational objectives with competing demands of family, work, and leisure. While typically it is more difficult to recruit non-traditional students, cultivating relationships

within the senior service and care industries will provide an avenue to reach the target audience to encourage them to consider the program and guide them through the steps leading to admission and identification of financial assistance packages that may be offered through the employer.

Identifying these types of partnerships also aligns with “Innovation” Strategy 8. Working with industry leaders across the state will help us to identify gaps in education and adjust our curriculum to meet industry needs and improve workplace readiness.

Finally, with regard to “Success” and aligned with Strategy 4, programs such as UMB’s Geriatrics and Gerontology Education and Research Program foster collaborative relationships with Historically Black Colleges & Universities. For example, the Geriatric Assessment Interdisciplinary Training (GAIT) program offers interprofessional educational programs in the field of aging to University System of Maryland students in the health and social sciences. Each offering, Bowie, Coppin State and Morgan State Universities are well-represented. Considering the increased diversity of our older adult population (recent projections by the National Association for Area Agencies on Aging note a 200%+ increase in older adults of color over the next decade) and the increased demand for a diverse workforce knowledgeable in geriatrics and gerontology, we aspire to have these and other students of color in this program.

C. Quantifiable and reliable evidence and documentation of market supply and demand in the region and State

1. Market demand

At some point in life, everyone is impacted by issues related to aging. Whether interacting with and/or caring for older family members, working alongside an older person or being an older adult ourselves, we are all impacted by the dynamic process of aging. By 2030, older adults will represent more than 20% of the American population and by 2034 there will be more people age 65 and older than under the age of 18 (U.S. Census Bureau, 2019). There is a genuine need for a workforce prepared to address the opportunities and challenges resulting from this demographic shift (National Academies of Sciences, Engineering, and Medicine, 2019). For example, more than one million new medical professionals educated in geriatrics and gerontology are needed just to preserve current provider-to-population ratios (Health Resources & Services Administration, 2019).

2. Educational and training needs in the region

Given the rapid growth in the size of the older adult population, there is no reason to expect that there will be a decrease in the demand for highly skilled graduates from the MS in Gerontology program. In fact, mid-level health care and social service-related professions, the two most frequently posted occupation categories regionally and locally for master’s-prepared Gerontology professionals, are expected to grow by 21% and 16%, respectively (Bureau of Labor Statistics, 2018). Therefore, this degree program is designed to benefit current employees seeking career advancement.

3. Prospective graduates

In addition to the UMB/UMBC program, there is only one other Master's degree program with CIP code 30.1101 in the Maryland Higher Education Commission's graduation trend database (2019): McDaniel College. This online program has graduated seven (7) students each year 2017-2019. Three (3) students graduated from this program each year in 2015 and 2016.

We plan to recruit 8 to 12 students per year for entry into the program beginning Fall 2022. The program will be of particular interest to professionals already working in the senior service sector (i.e., long-term care, government, research) where knowledge in geriatrics and gerontology is necessary to effectively contribute to interprofessional teams and promote quality of later life following a person-centric approach advocated for in our society. The proposed flexible delivery options for the M.S. in Gerontology that are separate from the doctoral program will extend the opportunity to become age-educated to working professionals who may not be interested in pursuing a Ph.D. in Gerontology.

D. Reasonableness of program duplication

1. Similar programs

In addition to the current UMB/UMBC M.S. program, there are two other M.S. GERO programs in the Maryland/DC region (McDaniel College [MS GERO and Georgetown University [MS Aging & Health]. The UMB/UMBC program is unique in that we prepare students in an interprofessional educational environment that engages faculty from two University System of Maryland institutions and draws upon the particular programmatic and faculty strengths and resources of each campus and capitalizes on the infrastructure of an already successful doctoral program. Students have the opportunity to be mentored by and collaborate with faculty and students from both campuses. Our interprofessional training approach prepares graduates to contribute their gerontological knowledge and skills as members of interdisciplinary health and social service teams with a focus on translational research to improve quality of later life.

In addition to the distinctiveness of our interprofessional training and translational research approaches, the accommodating delivery options distinguishes us from Georgetown's program, which does not offer working professionals the flexibility to complete their degrees remotely.

2. Program justification

The MS GERO program provides an integrated perspective on the scope, challenges, and opportunities arising from an aging society. The program trains leaders to develop and apply translational research in the public and private sectors reflective of the issues relevant to an aging population, including:

- Application of bio-psycho-social-spiritual understanding of the process of aging to promote quality of life;

- Application of effective decision-making methodologies rooted in the realities of the aging experience;
- Promotion of behavior to interact effectively, ethically, and sensitively to meet the needs of older persons; and
- Leadership skills to promote inter-professional teamwork

Our emphasis in these areas is reflective of focal areas delineated by the Academy for Gerontology in Higher Education (AGHE), a nationally and internationally recognized organization focused on “ensuring that the current and future workforce have the knowledge and skills to make a difference in the lives of older people, their families, and communities across the globe” (AGHE, 2018). Furthermore, the proposed modification to add an introduction to the discipline course and an internship experience aligns our program with standards set by both AGHE and AGEC, the accrediting body for gerontology degree programs.

E. Relevance to High-demand Programs at Historically Black Institutions (HBIs)

This MS in Gerontology does not have relevance to the uniqueness and/or institutional identities and missions of HBIs.

F. Relevance to Historically Black Institutions (HBIs)

Any student who has attended a regionally accredited institution and completed a baccalaureate degree, including those from Historically Black Institutions (HBIs), and meets the admissions requirements is eligible to apply to the program. Graduates of HBIs could improve their competitiveness in the marketplace and reach their professional goals by enrolling in and completing this degree program.

G. Adequacy of curriculum design, program modality, and related learning outcomes

1. Program development and oversight

The MS GERO program was MHEC-approved in 2000. The program is currently overseen jointly by the Gerontology Ph.D. program co-directors Denise Orwig, Ph.D., Professor at UMB and John Schumacher, Ph.D., Associate Professor at UMBC.

The modification aligns with new national standards for gerontologic education at the Master’s level established by the Academy for Gerontology in Higher Education. Any student who has attended a regionally accredited institution and completed a baccalaureate degree and meets the admissions requirements will be eligible to apply to the program. The M.S. in Gerontology will be overseen jointly by the Gerontology Ph.D. program and the UMB Graduate School.

2. Educational objectives and student learning outcomes

The educational objective of the MS GERO program is to equip graduates with the knowledge and skill set necessary to contribute to on-going gerontological research in our aging society.

The program will allow students to achieve learning objectives that include:

- Formulate the use of social science research methods to the conduct of gerontological research;
- Demonstrate the ability to contribute to, manage, and facilitate interdisciplinary research projects across the domains of aging and the life course;
- Articulate researchable ideas of central concern in aging societies;
- Apply knowledge of the interdisciplinary and intergenerational nature of the aging process and theories in the conduct of gerontological research studies; and
- Demonstrate effective oral and written communication skills consistent with making contributions to current gerontological scholarship.

In addition to these overarching program objectives, specific objectives for each concentration include:

Concentration in Aging & Applied Thanatology

- Demonstrate sensitivity to individual, developmental, and cultural variations in addressing and coping with aging, dying, death, and grief;
- Describe and apply empirically-based methods of therapeutic grief intervention;
- Analyze and evaluate legal and ethical principles and dilemmas regarding death, dying, and end-of-life choices;
- Work effectively as an interprofessional team member around issues related to aging, dying, and grief by developing and applying the competencies of interprofessional practices; and
- Evaluate the societal, cultural, and religious/spiritual influences on responses to death and dying; and

Concentration in Health & Social Innovation

- Apply principles of innovation, entrepreneurship, and design-thinking to solve complex health and social challenges resulting from an aging society;
- Examine and impact innovation within existing organizations serving older adults and/or their families;
- Use the principles of human-centered design to identify the needs of older persons at the societal, community, and individual levels;
- Understand how change can be realized by examining policy and regulations; and
- Develop innovative initiatives that support the health of older persons

Concentration in Principles in the Management of Aging Services

- Describe challenges and discover opportunities to achieve optimal aging from the perspective of individuals, families, and communities;
- Recognize and refute stereotypic and misleading notions of aging that are pervasive in the culture and some current service models.
- Gain a broad, management-level understanding of management accounting, decision-making budget functions, and performance metrics.
- Understand the necessity of forward-thinking leadership in the management of aging services.
- Apply integrative thinking to an identified gap or entrepreneurial opportunity in aging services

3. Program requirements and outline

Course descriptions are included in Appendix A.

Students must complete a curriculum consisting of 36-42* graduate credits, to include either a generalist area of study or one of the optional concentration areas of study: Aging & Applied Thanatology; Health & Social Innovation; or Principles in the Management of Aging Services.

*Number of credits required vary based on student's employment history and selection of the thesis or non-thesis option:

- Students with significant documented and verifiable employment in senior sector can formally request to have up to three (3) credits waived GERO XXX: Internship in Gerontology I.
- Students selecting the thesis option MS degree will have GERO XXX: Internship in Gerontology II waived. NOTE: Students selecting Health & Social Innovation concentration must complete INNO 650 as part of the requirements for this concentration, regardless of selecting the thesis or non-thesis option.

		CONCENTRATION		
		Aging & Applied Thanatology	Health & Social Innovation	Principles in Aging Services Management
REQUIRED COURSES	Credits			
THAN 609: Perspectives in Aging OR AGNG 600: Social & Economic Context of Aging	3	X		
GERO 700: Sociocultural Gerontology	3			X
GERO 711: Biology of Aging (3)	3			
GERO 786: Psychological Aspects of Aging	3			
GERO 750: Theory and Methods I	3			
GERO XXX: Health Communication and Aging	2			
GERO XXX: Ethics & Aging	1			
GERO 672: Issues in Aging Policy	3			
GERO XXX: Internship in Gerontology I	0-3			
GERO XXX: Internship in Gerontology II OR INNO 650 Community Engagement & Partnerships (only open to students completing Health & Innovation concentration)	0-3		X	
Culminating, Integrative Experience				
GERO XXX: Capstone in Gerontology OR GERO 799: Master's Thesis in Gerontology	3-6			
TOTAL: 27-33 CREDITS (REQUIRED COURSES)				
Concentration Courses (Select based on area of concentration; Generalist select nine [9] elective credits in consultation with a program adviser/director)				
THAN 604: Death and Dying: Ethical & Legal Considerations	3	X		
THAN 605: Palliative Care	3	X		
THAN 606: Caring for the Bereaved	3	X		
INNO 600: Foundations in Health & Social Innovations	3		X	
INNO 602: Methods in Innovation	3		X	
INNO 622: Project Management	3		X	
AGNG 604: Policy Foundations of Aging Services	3			X
AGNG 611: Leadership, Management, & Organization II	3			X
AGNG 612: Finance & Accounting	3			X
TOTAL: 9 CREDITS (ELECTIVE COURSES)				

The framework proposed above adds an additional pathway to the existing requirements to complete the MS GERO degree. To reiterate, these changes were made to align the program with the national standards for Master's programs in Gerontology established in 2015 by the Academy for Gerontology in Higher Education. The outlined structure and addition of the introductory course (THAN 609 or AGNG 600) and internship credits aligns our program with the Programmatic Structure Standards found in the Accreditation for Gerontology Education Council Accreditation Handbook and places us on the path to seek accreditation after our first cohort of students graduate.

The current structure and courses required for the existing 30-credit hour MS GERO are shown in the table below. Note: Courses marked with a ✓ are required in the restructured 36-42 credit program. Additionally, the majority of these courses are NOT currently offered in hyflex or online delivery formats which is why we selectively redesigned key GERO courses and added other appropriate existing hyflex and online coursework to the M.S. in GERO proposal.

Complete 15 Credit Hours in Core Curriculum Courses

- GERO 681 Epidemiology of Aging (3 credits)
- GERO 672 Issues in Aging Policy (3 credits) ✓
- GERO 700 Sociocultural Gerontology (3 credits) ✓
- GERO 711 Biology of Aging (3 credits) ✓
- GERO 786 Psychological Aspects of Aging (3 credits) ✓

Complete 15 Credit Hours of Combined Research Methods and/or Track Specialization Courses; one of the approved courses must have as a major component the writing of a scholarly paper. Courses may be selected from the following sample lists.

Research Methods Courses

- GERO 750 Theories/Methods I (3 credits) ✓
- GERO 751 Theories/Methods II (3 credits)
- SOCY 600 Research Methodology (3 credits)
- SOCY 604 Statistical Analysis (3 credits)
- ECON 611 Econometric Methods I (3 credits)
- ECON 612 Advanced Econometric Methods II (3 credits)
- NURS 816 Multivariate Analysis in Social and Health Care Research (3 credits)
- NURS 817 Repeated Measures ANOVA Designs in Nursing and Health Care (3 credits)
- NURS 826 Structural Equation Modeling in Health Care Research (3 credits)
- POSI 607 Statistical Applications in Evaluation Research (3 credits)
- PSYC 711 Multivariate Statistics (3 credits)
- SOCY 605 Advanced Research and Evaluation Techniques (3 credits)
- SOCY 608 Advanced Statistical Methods (3 credits)
- SOCY 619 Qualitative Methods in Social Research (3 credits)

Social, Cultural, Behavioral Science Track Specialization Courses

- GERO XXX The Aging Self (3 credits)
- GERO 742 Economics of Aging (3 credits)
- SOCY 629 Aging in Cultural Context (3 credits)
- SOCY 630 Sociology of Aging (3 credits)
- SOCY 631 Family and Aging in Society (3 credits)
- SOCY 632 Work and Retirement (3 credits)
- SOCY 634 Gender and the Life Course (3 credits)

Epidemiology of Aging Track Specialization Courses

- PREV 758 Health Survey Research Methods (3 credits)
- PREV 659 Observational Studies in Epidemiology (3 credits)
- PREV 803 Clinical Trials and Experimental Epidemiology (3 credits)

Policy for the Elderly Track Specialization Courses

- ECON 600 Policy Consequences of Economic Analysis
- GERO 703/PUBL 603 Policy Analysis of Aging Issues/Theory and Practice of Policy Analysis
- PUBL 601 Political and Social Context of the Policy Process
- GERO 742 Economics of Aging (suggested) (3 credits)
- ECON 652 Health Economics
- LAW 516J Health Care Law and Policy (3 credits)
- LAW 522J Critical Issues in Health Care (3 credits)
- POLI 652 Politics of Health (3 credits)
- PUBL 610E Global Aging and the Future of Social Insurance (3 credits)
- PUBL 618 Issues in Health Care Finance and Service Delivery (3 credits)
- SOCY 632 Work and Retirement (3 credits)
- SOCY 698 Aging and Health in Diverse Context (3 credits)
- SOWK 726 Aging and Social Policy (3 credits)
- SOWK 800 Social Welfare Policy (3 Credits)

The Master's degree may be conferred after the completion of the requirements above, the completion of a thesis level paper, or Master's level performance on the comprehensive exam.

4. General education requirements

Not applicable

5. Specialized accreditation/certification requirements

The Accreditation for Gerontology Education Council published evaluative criteria and accreditation standards for Aging/Gerontology programs in 2017. The student learning outcomes and modified program requirements align with these guidelines and place us on track for future program accreditation.

6. Contractual agreements with other institutions

Not applicable

H. Adequacy of articulation

Not applicable

I. Adequacy of Faculty Resources

A strength of the MS GERO program remains the quality of our faculty who come from two University System of Maryland institutions. Students are mentored by and collaborate with faculty from both campuses who hold terminal degrees in their fields. All regular, full-time members of UMB/UMBC Gerontology and related programs are eligible to teach in the program and to serve as capstone advisors. On a limited basis determined by faculty schedules and the demand for specialized courses, adjunct instructors are hired by the program director. The status of professors who will teach in this program is indicated in our proposed schedule of courses below (Note: F/T denotes Full-Time Faculty).

COURSE	CREDITS	FACULTY	COURSE STATUS
Fall I			
THAN 609: Perspectives in Aging OR AGNG 600: Social & Economic Context of Aging	3	Flavius Lilly, PhD Gerontology (F/T) Janice Wassel, RN, Nursing (P/T)	Existing Online
GERO 750: Theories and Methods I	3	John Schumacher, PhD Sociology/Social Gerontology (F/T)	Existing In-person, Redesigning to hyflex
GERO 700: Socio-cultural Gerontology	3	Taka Yamashita, PhD Gerontology (F/T)	Existing In-person, Redesigning to hyflex
GERO 672: Issues in Aging Policy	3	Charlene Quinn, RN, PhD, FAAN Health Services Research	Existing In-person, Redesigning to hyflex
Spring I			
GERO 786: Psychological Aspects of Aging	3	Ann Gruber-Baldini, PhD Human Development (F/T)	Existing In-person, Requires re-design to hyflex
GERO XXX: Health Communication & Aging	2	Diane Martin, PhD Psychology (F/T)	New Online
GERO XXX: Ethics & Aging	1	Diane Martin, PhD Psychology (F/T)	New Online
*Concentration Course	3	Concentration Faculty	Existing Online
Fall II			
GERO 711: Biology of Aging (B)	3	Denise Orwig PhD Biobehavioral Health (F/T) Istavan Mercanthal, M.D. Medicine (F/T)	Existing In-person and redesigned-to hyflex
*Concentration Course	3	Concentration Faculty	Existing Online
GERO XXX: Internship in Aging I	3	Diane Martin, PhD Psychology (F/T)	New, hyflex
GERO 799: Thesis in Gerontology (if option selected)	3	Multiple Faculty	Existing
Spring II			
Concentration Course	3	Concentration Faculty	Existing Online

GERO XXX: Internship in Aging II OR INNO 650: Community Engagement & Partnerships	3	Diane Martin, PhD Psychology (F/T) James Kutcher, PhD (F/T)	New, hyflex Existing
GERO XXX: Gerontology Capstone Project (Full semester) OR GERO799: Thesis in Gerontology (if option selected)	3	Multiple Faculty	New, hyflex Existing

J. Adequacy of Library Resources (as outlined in COMAR 13B.02.03.12).

The University of Maryland, Baltimore's Health Sciences and Humans Services Library (HS/HSL) collection contains more than 30,000 electronic journals, 162 current print journals, approximately 170,000 books, and 6,000 electronic books. Students can access the electronic resources offered on the library web site by logging in with their University ID number. The library serves as the regional medical library for ten southeastern states as part of the national Library of Medicines National network of Libraries of medicine. In addition to the library services and collections, the building also houses the computing services. Faculty librarians are dedicated to providing direct service to students. All M.S. students will have full access to library resource and computing resources.

The UMBC Albin O. Kuhn Library is a modern, technologically sophisticated, multi-purpose undergraduate/graduate research library that houses over 1 million books and bound journals; over 33,000 current journal subscriptions; and more than 1.9 million slides and photographs, including archived collections from The Baltimore Sun. Access to many other books and journals are available electronically via over 150 subscription databases, and another 355 menu-based electronic resources including Inter-library loan services. Access to the complete library collections of the University System of Maryland and Affiliated Institutions are available through catalog USMAI. All M.S. students will have full access to library resource and computing resources.

K. Adequacy of Physical Facilities, Infrastructure, and Instructional Equipment

UMB's 71-acre research and technology complex encompasses 67 buildings in west Baltimore near the Inner Harbor. Faculty have offices provided within their respective departments and the Graduate School has office space to house the UMB Program Director and instructional technology personnel. UMB has adequate facilities, infrastructure and equipment to support any distance learning needs of students enrolled in the Master's Program. Students will have full access to the computing facilities at UMB. Students will be provided with UMB e-mail and library accounts and will have complete journal searching ability via PubMed. UMB possesses computing facilities that includes a networked computing environment for support of a broad range of information technology functions, including basic research, clinical research, patient information and general office management.

UMBC's 530-acre campus is home to 14,000 students and 71 buildings. UMBC currently offers over 80 masters and doctoral degrees and its facilities, infrastructure, and instructional fully

support these offerings. As a technologically advanced campus, UMBC offers access to an extensive array of computing services for research and study, as well as for communication, teleconferencing, and collaboration. Among the major software applications available for these machines are the major programming languages (C, C++, Java, Fortran) and many special purpose applications: Oracle, SAS, SPSS, Maple, Mathematica, Matlab, along with many other discipline-specific software packages. Graduate students working on research or classroom projects with faculty have access to campus research computer resources (e.g., 20 processor SGA server and high-end Linux servers). UMBC is a member of Internet2 and has high-speed network access through Internet2 to other research facilities and universities. In addition, on-campus networking utilizes Cisco high-end switches and has been upgraded to meet Internet2 standards for high-quality streaming video and network-based computation. All labs are linked to the Internet via Gigabit (1000 MB) connections. UMBC provides telephones and walk-in user support seven days a week. All students, faculty, and staff are covered under the University System of Maryland's Microsoft License Agreement, which provides the latest products at modest prices.

L. Adequacy of Financial Resources with Documentation (as outlined in COMAR 13B.02.03.14)

No new general funds will be required for implementation of the proposed MS GERO program which will be coordinated and administered fully through the UMB Graduate School. See Appendix B for detailed budget.

M. Adequacy of Provisions for Evaluation of Program

Students will have the opportunity to evaluate courses and faculty through a standard evaluation of every course. Formal assessment planning is already in place throughout UMB Schools including the Graduate School. Our approach includes ensuring that student learning is in alignment with course learning outcomes, alignment of mission at institutional and program levels, alignment of mission with learning outcomes, then program outcomes with curriculum, flowing down to course outcomes and assignments. Assessment activities emphasize analysis of results and feedback loops for continuous improvement. Additional evaluation includes tracking of student retention, grade distributions, and cost-effectiveness, and regular academic program reviews consider these factors.

N. Consistency with the State's minority student achievement goals

As institutions UMB/UMBC are strongly committed to cultural diversity and the recruitment and retention of underrepresented minority students. Recruitment efforts for the masters and doctoral programs include specific outreach to Historically Black Institutions to make students aware of the program and related opportunities designed to improve their competitiveness in the job market and reach their professional goals if they are admitted and successfully complete the program. In 2017 UMBC was designated a Minority Serving Institution with the U.S. Department of Education. UMBC's student body is diverse with over 56% of its undergraduate students and 31.8% of graduate students identifying as part of under-represented or from other minority populations. The Gerontology Program's strategic goals as documented in its recent

academic program review (APR) includes increasing the recruitment and retention of minority students into its academic programs. Functionally, the expanded access offered by the M.S. in Gerontology will support these goals.

O. Relationship to Low Productivity Programs Identified by the Commission:

The proposed MS is not directly related to an identified low productivity program identified by the Maryland Higher Education Commission.

P. Adequacy of Distance Education Programs (as outlined in COMAR 13B.02.03.22)

Context of Online Education at UMB

As the State's public health, law, and human services university, the mission of UMB is to excel at professional and graduate education, research, patient care, and public service, and to educate leaders in health care delivery, biomedical science, global health, social work, and the law. Also, UMB emphasizes interdisciplinary education in an atmosphere that explicitly values civility, diversity, collaboration, and accountability. UMB expects to achieve its mission in education excellence and to be competitive; the Graduate School has designed and offered online degree programs that respond to the following changes occurring in higher education (Allen, 2010):

1. **Education Pipeline.** The education pipeline includes a highly diverse prospective applicant pool. Prospective students are typically working adults who pursue part-time and non-residential educational opportunities, but who wish to remain in their regional geographic area, while pursuing advanced education. According to the National Center for Education Statistics, National Postsecondary Graduate Student Aid Study (NCES, NPSAS: GR; 2017), between the period of 2008 and 2017, there was a slight increase (3%) in the number of graduate students reporting full-time (FT) enrollment at a single institution. We suspect this may be partially influenced by availability of new online educational programs, where one can work, be considered enrolled FT, yet negotiate academic studies as one's lifestyle permits.
2. **Changing Demographics.** Data indicate a shift from the traditional student (the 18-22-year-old, full-time resident) to older students studying part-time. In 2015-2016, the National Center for education Statistics (NCES, 2017) reported that 37.58% of graduate students were married and the average graduate student was 32 years old ($SD= 9.66$). Nearly 9% of single/unmarried/divorced graduate students reported dependents, and nearly 60% of graduate students were female.
3. **Technology Shift.** Educational research suggests that online education achieves the same as, or better student learning outcomes, than traditional face-to-face delivery models (Tallent-Runnels, et al., 2006; Means et al., 2009. Online delivery is far outpacing traditional forms of educational delivery. Between 2002 to 2008, online enrollments grew at an annual rate of 19% vs. 1.5% versus all of Higher Education. By the fall of 2008, 25% (4.6 million) of all students took at least one online course. In 2019, of the

top five highest reported college enrollments nationally four were online universities, offering at least some graduate programs (NCES).

4. **Growth of Mobile Technologies.** Mobile technologies and miniaturization are changing the computing environment and the educational delivery paradigm. Technologies like netbooks, e-Readers, iPhones and iPads have revolutionized the delivery space and to provide anywhere, anytime learning.
5. **Web 2.0 Revolution.** Other technologies that are already figuring widely into the future of education are part of the Web 2.0 revolution. The use of a variety of technologies is disaggregating the educational experience into 'the cloud'. Many of the technologies for the future, like blogs, wikis, podcasts, video, social networking and social media, virtual worlds, mobile learning, and Personal Learning environments, will have profound effects on the future learning landscape.

Essentially, online education represents a strategy that can address the restrictions of traditional onsite college courses, opening up accessibility for variety of learners, for a variety of reasons and expanding access to global education opportunities and expertise, beyond the walls of the campus. Major determinants of successful online programs include 1) course design that incorporates best practices (e.g. course alignment, integration of technology and content), 2) quality faculty who can engage students in the material (e.g. provide feedback and relevant expertise), and 3) provide responsible academic oversight. All three of these determinants are present in this proposal.

Ensuring Effective Instruction

Based on Quality Matters standards, UMB developed a rubric, which details the best practices for distance education; this rubric helps faculty and instructional designers create the courses; assesses the readiness of the course, and ensures that the online courses are instructionally and pedagogically sound. The best practices are a synthesis of strategies, activities, design techniques, and organizational items that have been successful in higher education. The specific domains of this checklist are as follows:

- Course overview and introduction to the students
- Course organization and design
- Learning Objectives (competencies)
- Instructional Materials
- Learner Communication, Interaction and Collaboration
- Assessment and Evaluation (measurement)
- Course Technology
- Learner Support

The Learning Management Platform UMB utilizes and provides IT support for is the Blackboard Learning Management System for online course delivery. Within Blackboard, is the Collaborate conferencing software that we will use for our synchronous live activities, i.e., orientation and

presentation face-to-face class sessions and recurring webinars. Additionally, the Faculty Center for Teaching and Learning which houses expert Instructional and Educational Media Specialists, uses a video camera to record lectures, integrate webcams, and an interactive smart board. We also use the Camtasia software for screen lecture capture.

Instructional Design Team

The following individuals from the Instructional Design team have been assigned to direct the distance education strategy for this program:

Christina Cestone, PhD | Executive Director, Faculty Center for Teaching and Learning

Dr. Cestone earned a Ph.D. in Educational Psychology from the University of Texas at Austin and a Master's degree in Human and Organizational Learning from The George Washington University. Dr. Cestone research includes faculty learning communities, instructional methods, motivation, and interprofessional education. Most recently, as Associate Dean of Assessment and Evaluation for Drexel University, College of Medicine, Dr. Cestone directed medical student assessment and course and curriculum evaluation in an integrated medical curriculum for 1,100 medical students. Her interests are in program evaluation, and curriculum and instructional development involving active learning methods. She presents her work nationally and is active in the American Education Research Association (AERA) and the Professional and Organizational Development Network (POD), a national association of directors of Centers for Teaching and Learning.

Kevin Engler, MA | Instructional and Curriculum Designer

Mr. Engler holds a Masters of Arts degree in Instructional Design. Mr. Engler provides instructional design, audio-visual support, and faculty training in the use of instructional technologies. He is responsible for the overall pedagogy, planning and designing of course content and assessments for distance education courses in the program. Mr. Engler is knowledgeable in adult learning theory, distance education pedagogical techniques, course development planning and process management. Mr. Engler is trained and certified in the Quality Matters methodology and the ADDIE approach to course design. He has experience and background in writing instructional objectives that utilize Bloom's Taxonomy.

Erin Hagar, MA/MFA | Instructional and Curriculum Designer

Ms. Hagar taught Spanish at the college level and has worked in instructional and curriculum design for colleges and universities since 2000. She previously worked at Montgomery Community College and Johns Hopkins University, helping faculty incorporate new pedagogical practices and technologies into their face-to-face and online courses. Her areas of expertise include faculty development and training, online course design using the Quality Matters standards, and authentic activities and assessments. She is responsible for the overall pedagogy, planning and designing of course content and assessments for distance education courses in the program.

Sharon Gillooly | Senior Media Production Specialist

Ms. Gillooly leads media production for the AIDE team. Her main focus is to produce videos that support academic instruction. After a long career in documentary television, she completed a Master's Certificate in Online Instructional Development from Florida State University where her work focused on instructional design and emerging technologies. Ms. Gillooly is especially interested in the use of media to enhance learning.

Eric Belt, MDE | Instructional and Curriculum Designer

Mr. Belt holds a Master's in Distance Education & E-Learning from UMUC and a B.S. in Business Administration from Towson University. Prior to joining UMB, Eric was the Director of Learning Technology at the College of Southern Maryland and, formerly, the Assistant Director of eLearning at Howard Community College. Eric has served as an Instructional Designer both virtually and on-campus for various community colleges across the U.S. and is active in the Maryland Online community. Eric brings a skills and interest in advancing the scholarship of teaching and learning through course design, instructional communication, and faculty professional development. Mr. Belt is currently an Educational Technology doctoral student at Boise State University pursuing research in communication, interaction, and engagement in online courses.

Collectively, the distance learning team will provide the following services to ensure that best pedagogical practices are used to train and support faculty for the most effective presentation of their course content.

- Guided tutorials on the online course development process, with open questions and answer session.
- Written instructions accompanied by training videos to guide faculty on how to use the learning management system.
- A manual for the faculty regarding principles of good practice and the pedagogy of distance education.
- Provide timely support to the faculty in the use of the technology and trouble shoot any problems that might arise during the course of instruction.
- Work with faculty to design and develop courses, monitor the delivery of the course, and assess and revise the course for future offerings.

Supporting Students in Distance Education

All of the courses for the MS Gerontology will be available in online format. We realize that the key to the success of the online courses is dependent on a) students knowing upfront the

assumptions, requirements and responsibilities of taking an online course, 2) the ability of students to have the background, knowledge, and technical skills to undertake an online program; and 3) their having access to academic and technical support services to support their online activities. Accordingly, we will provide the following services to support the students in accessing distance learning technology:

- Communicate to students the nature of online learning, including their requirements, roles and responsibilities, and access to support services. All of our advertising, recruiting, and admissions materials shall clearly and accurately represent the program and the services available.
- Ensure that enrolled students shall have reasonable and adequate access to the range of student services to support their learning.
- Ensure that accepted students will have the background, knowledge, and technical skills needed to undertake the program.
- Make available the library Services to students so that they can have access to research databases, online catalog of books and media, chat with or e-mail a Librarian, electronic interlibrary loan, and more.

Evaluation and Assessment of Online Courses

We will adhere to a quality improvement model for assuring the continuous quality of the online courses. The process will involve the following steps:

1. Assessment of course readiness as measured by our quality indicators of best practices (including assessment of faculty readiness)
2. Monitoring of course delivery as assessed by the instructional designers with use of our “course evaluation’ rubric”
3. Obtainment of feedback from the faculty and students and instructional designers.
4. Analysis of feedback as performed by the Distance Learning Committee.
5. Institute course revisions based on comments by the Distance Learning Committee.

Finally, to ensure the sustainability of the distance learning program, the Academic Affairs Office at UMB affirms the following:

- UMB Policies for faculty evaluation includes appropriate consideration of teaching and scholarly activities related to programs offered through distance learning.
- Commitment to ongoing support, both financial and technical, and to a continuation of the program for a period sufficient to enable students to complete a program.

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Appendix A: Course Descriptions

(Note: The course number “XXX” indicates a new course).

Required Courses

THAN 609: Perspectives in Aging (3 credits): This course explores the psychological and social aspects of adult development within the context of the ongoing process of aging. Upon completion of this course, students will be able to describe the major psychological and sociological theories of aging and adult development; understand the physical, psychological, social, and health changes that occur during aging; evaluate the biological, psychological, intellectual, and social dimensions along which developmental changes occur in adult aging and their implications for the aging individual, family, and society; understand the importance of an individual’s cultural context while progressing through the life course; and identify current research trends and theories regarding several aspects of the aging process (e.g. death and dying, mental health, positive affect, personality, chronic disease, and social roles).

OR

AGNG 600: Social & Economic Context of Aging (3 credits) This course presents an overview of the many changes at all levels, from individual to societal, driven by the aging of the population in the United States. An interdisciplinary synthesis is the basis for understanding normal human aging in a cultural and community context and examining the harmful effects of stereotypes and ageism.

GERO 700: Sociocultural Gerontology (3 credits): A required advanced interdisciplinary seminar addressing the fundamental concepts, theories and interests of social scientific inquiry on aging and the aged. Topics include: social demographic aspects of aging in the United States and elsewhere; the cultural contexts of age as a basis for social status, stratification and social organization; societal change and aging; the history and development of social scientific theory and methodology in gerontology.

GERO 711: Biology of Aging (3 credits): This course provides opportunities to learn about several aspects of biological aging. They include what it is; how it happens; what effects it has on the structure and operations of the human body; how it affects social, psychological and other aspects of life; how it is related to diseases; and what can be done about it.

GERO 786: Psychological Aspects of Aging (3 credits): A core course that examines psychological and biological changes associated with aging. The topics of the course include theories of aging, research methods of aging, learning, memory, intelligence and problem solving, personality, stress and coping with illness. Emphasis is placed on the contribution of longitudinal studies to understanding the individual aging process.

GERO 750: Theory and Methods I (3 credits): This course provides students with the information and skills to think like a gerontologist, using both theory and methods unique to the field and understanding the language and techniques used by a wide range of gerontological researchers. Students will be able to approach problems from an interdisciplinary perspective, “speak the language” of gerontology across disciplinary barriers of jargon, employ the work of contributing disciplines in their own research and work as part of an interdisciplinary research team.

GERO XXX: Health Communication and Aging (3 credits): Students will be introduced to theories and principles of health communication. An emphasis on theories related to social perceptions of the 'age other' in relation to their specific application to health communication with particular attention given to patient-provider interactions within service and care delivery systems, as well as health promotion and health literacy communications. The practice exercises will focus on theory and techniques to positively transform verbal, non-verbal, and written communications with older adults.

GERO XXX: Internship in Gerontology I (3 credits): The student will work in an approved gerontological setting under the supervision of an approved professional. Periodic conferences between the Supervisor and Practicum Coordinator are planned in order to evaluate the student's progress. At the close of the semester, the student will submit documentation of the practicum activities/experience and demonstrate the ability to relate theory to practice in the chosen field of experience.

GERO XXX: Internship in Gerontology II (3 credits): Students will continue their field experience work in an approved Gerontological setting under the supervision of an approved professional. Skills, knowledge and personal characteristics are built upon and integrated into the learning and supervision of this course, as well as second year coursework including ethics, individual counseling and conflict resolution. Periodic conferences between the Supervisor and Practicum Coordinator are planned in order to evaluate the student's progress. At the close of the semester, the student will submit documentation of the practicum activities/experience and demonstrate the ability to relate theory to practice in the chosen field of experience.

OR

INNO 650: Community Engagement and Partnerships (3 credits): This course is designed to help students gain insights into economic and social value creation. Specifically, the purpose of this course is to provide students with hands-on exposure to the entrepreneurial pursuit of social and health impact and innovation. Students will learn to recognize and critically assess various forms of social and health enterprise strategies as tools of economic development and social transformation. Students will gain a greater understanding of the challenges of growing and sustaining a social or health enterprise. Students can expect to improve their consulting skills, including project planning, issue analysis, formulation of strategic and tactical recommendations, and client relationship management. By participating in this course, students will be better able to adapt and apply business skills and academic disciplines in the social and health sectors, and will have increased skills for effective and thoughtful leadership in business and society.

GERO XXX: Ethics & Aging (1 credit) Students will be introduced to the basic principles of ethics and their application to aging persons. Specific attention will be paid to the principle of autonomy when providing care and services to older persons in a variety of settings. Emphasis will be on ethical approaches to aging persons from legal, public policy, and relationship perspectives.

GERO 672: Issues in Aging Policy (3 credits): This is an upper-level undergraduate or introductory graduate course on issues in aging policy. Its purpose is to provide an overview of the salient issues in aging policy and provide the student with a context for understanding the public policy process. The course will provide basic information and knowledge which will be useful to the student in more advanced policy-related studies in aging and health.

GRN XXX: Capstone in Gerontology (3 credits): The capstone is designed to be a supervised gerontology learning experience and a demonstration of the substantive application of the knowledge and skills that have been acquired in the courses taken as part of the M.S. in Gerontology. The capstone functions as both the practice experience and the culminating experience for the program. The M.S. in Gerontology capstone experience includes the following components: development of a capstone proposal; delivery of an oral presentation at UMB, and at the field placement site as appropriate; and preparation of a capstone portfolio.

OR

GERO 799: Master's Thesis Research (6 credits): Required enrollment for students engaged in master's thesis studies.

Concentration Courses

CONCENTRATION IN PRINCIPLES IN THE MANAGEMENT OF AGING SERVICES

AGNG 604: Policy Foundations of Aging Services (3 credits) The course operates on two parallel tracks. First, it examines fundamental and theoretical underpinnings of public policy goals, the strategic construct of problem identification and definition, processes of policy initiation, development and advocacy and specifically, how to construct and implement a strategic plan to successfully advance policy initiatives. Secondly, and in the process, significant emphasis is placed on discussions of current policy issues affecting older adults and the organizations that provide services to them.

AGNG 611: Leadership, Management, & Organization II (3 credits) Students will begin to explore, acquire and apply the skills needed to drive larger organizational change. AGNG 611 focuses on effective tools and resources necessary for developing strategy and tactics to manage change in aging service organizations. The course divides into three segments around leadership: organizational assessment, strategy development, and managing change.

AGNG 612: Finance & Accounting (3 credits) This course introduces students to the fundamentals of financial accounting and its use in managerial control systems to enhance organizational performance, with a particular focus on the aging services industry. Emphasis is placed on strengthening the students' ability to interpret and apply financial information as opposed to an in-depth study and application of accounting theory and practice.

CONCENTRATION IN HEALTH & SOCIAL INNOVATION

INNO 600: Foundations in Health & Social Innovations (3 credits) This course introduces students to social and health entrepreneurship through case studies, key readings, and primary information resources. Students will become familiar with the social determinants of health, systems of public health, the science of team-based innovation, basic business fundamentals, and the essentials of social and health improvement through the lens of entrepreneurship. Students will begin to develop skills demonstrated by successful social entrepreneurs, including team building and leadership, negotiation, and working in complex social and cultural environments. They will explore the sources of funding for social enterprises, including philanthropy, governmental funding, and income generating, self-sustaining social enterprises. Students will also begin to plan their course of study in their selected concentration and consider an initial proposal for a Master's project.

INNO 602: Methods in Innovation (3 credits) This course provides an overview of the entrepreneurial process, while examining entrepreneurship from a range of several scholarly contexts, including the social, health and behavioral sciences. The course introduces the student to the language of entrepreneurship and covers the initial stages of idea formation and initial development of entrepreneurial opportunities. Emphasis is given in this course to developing theoretical frameworks for enhancing entrepreneurial success. Students will learn to engage with their ideas in early-stage market and rapid prototyping. Students will engage in both qualitative and quantitative approaches to understanding innovation. Students will learn the tools, methods, and self-reflection techniques necessary to bring new ideas to reality while also providing them with ways to learn about how to test the viability of and response to their ideas in the market. Learning through iteration is a key component of this course as it is expected that the first version of any idea is not likely the last. Human-centered design methodologies will be front-and-center in this course from the perspective of how to innovate based not on the ideas of the innovator but based first on the needs of the customer. This course will provide practical, real world knowledge about the lean approach, human centered design, how to design a minimum viable product, when to pivot, and other aspects of entrepreneurial strategy. At the end of the course students will be able to develop a strategy to launch their ideas.

INNO 622: Project Management (3 credits) Project management has been proven to be the most effective method of delivering products within cost, schedule, and resource constraints. This course teaches students the skills to ensure their projects are completed on time and on budget while giving the user the product they expect. Students will gain a strong working knowledge of the basics of project management and be able to immediately use that knowledge to effectively manage work projects. At the end of the series you will be able to identify and manage the product scope, build a work breakdown structure, create a project plan, create the project budget, define and allocate resources, manage the project development, identify and manage risks, and understand the project procurement process.

CONCENTRATION IN AGING & APPLIED THANATOLOGY

THAN 604: Death and Dying: Ethical and Legal Considerations (3 credits) This course provides participants with the information and skills needed to address ethical and legal concerns related to palliative and end-of-life care. Participants will learn the theoretical foundations of health care ethics, including the Hippocratic Oath, ethical principles, virtue ethics, deontology, utilitarianism, and care-based ethics. The relationship between law and ethics will be clarified. The focus of society and medicine in delaying death and addressing human suffering will be discussed. Emphasis will be placed on developing a knowledge base of key concepts and strategies that can be used to prevent and resolve problems that are specific to palliative and end-of-life care, including advance directives, cardiopulmonary resuscitation, suffering, withholding and withdrawing life-sustaining treatments, organ donation, and assisted suicide.

THAN 605: Palliative Care (3 credits) In this course on end-of-life care, participants will learn practical skills to assist people who are facing incurable illnesses, such as cancer, severe cardiovascular disease, and progressive neurodegenerative diseases. Palliative care focuses on symptom control and amelioration of suffering, which are often underemphasized in conventional healthcare training. Topics will include pain and symptom management strategies, both conventional and complementary, determination of terminal prognosis, hospice care, palliative care emergencies, and discussion of advance directives. Participants will enjoy creative and thoughtful reflection activities that allow them to deeply engage in the topics covered in this course.

THAN 606: Caring for the Bereaved (3 credits) Participants will learn the prominent theories of grieving and the grief reaction, as well as the empirically-based therapeutic interventions available to support and care for the bereaved. Participants will learn to distinguish between anticipatory grief, normal grief, and complicated grief and to identify factors that affect the grieving process. This course also explores reflective practice and self-care for the end-of-life care professional while learning to support those who are dying and those who are grieving.

Appendix B: Budget

TABLE 1: PROGRAM EXPENDITURES:					
Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b + c below)	\$ 77,720	\$ 80,433	\$ 77,720	\$ 77,720	\$ 77,720
a. Number of FTE	0.70	0.70	0.70	0.70	0.70
b. Total Salary	\$ 70,000	\$ 72,500	\$ 70,000	\$ 70,000	\$ 70,000
c. Total Benefits	\$ 7,720	\$ 7,933	\$ 7,720	\$ 7,720	\$ 7,720
2. Admin. Staff (b + c below)	\$ 16,320	\$ 16,320	\$ 16,810	\$ 17,314	\$ 17,833
a. Number of FTE	0.20	0.20	0.20	0.20	0.20
b. Total Salary	\$ 12,000	\$ 12,000	\$ 12,360	\$ 12,731	\$ 13,113
c. Total Benefits	\$ 4,320	\$ 4,320	\$ 4,450	\$ 4,583	\$ 4,721
3. Support Staff (b + c below)	0	0	0	0	0
a. Number of FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
4. Technical Support and Equipment	\$ 30,000	\$ 40,950	\$ 19,990	\$ 29,990	\$ 31,990
5. Library	0	0	0	0	0
6. New or Renovated Space	0	0	0	0	0
7. Other Expenses	\$ 25,000	\$ 25,000	\$ 25,000	\$ 25,000	\$ 25,000
TOTAL (Add 1 – 7)	\$149,040	\$162,703	\$139,520	\$150,024	\$152,543

TABLE 2: PROGRAM RESOURCES					
Resource Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds	0	0	0	0	0
2. Tuition/Fee Revenue (c +g below)	0	0	0	0	0
a. Number of F/T Students*	0	0	0	0	0
b. Annual Tuition/Fee Rate	0	0	0	0	0
c. Total F/T Revenue (a x b)	0	0	0	0	0
d. Number of P/T Students	8	16	20	20	20
e. Credit Hour Rate	\$706	\$720	\$734	\$749	\$764

f. Annual Credit Hour Rate	14	14	14	14	14
g. Total P/T Revenue (d x e x f)	\$79,072	\$161,280	\$205,520	\$209,720	\$213,920
3. Grants, Contracts & Other External Sources	\$0	\$0	\$0	\$0	\$0
4. Other Sources	\$69,968	\$1,423	\$ -	\$ -	\$ -
TOTAL (Add 1 - 4)	\$149,040	\$162,703	\$205,520	\$209,720	\$213,920